

St. Bernadettes

Inspection report for early years provision

Unique Reference Number	316805
Inspection date	17 January 2008
Inspector	Carole, Jean Craven
Setting Address	St. Bernadettes RC Primary School, Abingdon Avenue, Whitefield, Manchester, Lancashire, M45 8PT
Telephone number	07855 844 995
E-mail	des.burns@bury.gov.uk
Registered person	The Trustees of St. Bernadettes Out of School Care Facility
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St. Bernadette's nursery, out of school and holiday club was registered in 2002 and is run by the trustees. It operates from demountable buildings situated within St Bernadette's Primary School grounds in the Whitefield area of Bury.

The provision has sole use of the premises whilst the groups are operational. The main hall and associated facilities are also used to provide additional space for the children, particularly for the holiday care and for physical activities. The provision runs independently of the school, however, strong links are encouraged with the majority of the children transferring to the Primary School in the September term.

The nursery and out of school groups are overseen by a management committee and representatives from the staff and parents are also invited to participate. There is a large play room, a smaller quiet room, a kitchen and associated facilities in the demountable buildings. The children also have access to their own enclosed outdoor play area. The premises have been designed to cater for wheelchair access.

There are currently 29 children on the nursery roll, all of whom receive nursery education funding. The out of school club has approximately 85 children on roll, who all attend part-time. The nursery currently supports children for whom English is an additional language. The nursery offers full and part-time places. Part-time sessions are from 9:00 until 12.00 and from 12.30 to 15:30, full days are also provided by arrangement. The before and after school operates from 7:30 to 9:00 and from 15:30 to 17:30. The provision operates term time only, with the exception of a holiday club that runs for three weeks in total in the summer holidays.

The provision is registered to provide care for 45 children between the ages of three and eight years of age. The nursery employs six staff and the out of school club also employs six staff. Most of the staff, including the manager, hold appropriate qualifications with one other member of staff working towards a qualification and one is unqualified. Effective links are established with the school and the early years team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a setting where staff pay good attention to hygiene routines, such as cleaning tables between activities and using different coloured cleaning cloths for different areas. They ensure that children learn simple, good practices, such as washing their hands at appropriate times, safe disposal of used tissues and the importance of fresh air and exercise. Children have a good understanding of personal hygiene and they are developing some independence with their care needs, such as helping themselves to drinks of water and putting on their own coats and wellingtons to play outdoors. There are clear procedures in place for recording accidents and administering medication and an effective sick child policy protects children from illness.

Children are well nourished by the provision of healthy and nutritious snacks of fresh fruit, wholemeal toast and drinks of water. They sit in small groups for their snacks and enjoy the social occasion, chatting with each other as the staff encourage good table manners and social skills. Children who stay for lunch are developing good eating habits as parents are requested to provide nutritious and well balanced packed lunches as part of the group's commitment to healthy eating. Fresh fruit and water is available to children at all times.

Children have excellent opportunities for outdoor play, whatever the weather, and their physical health is very well promoted. All the children have wet weather clothing and wellington boots so that they can play outside in the rain and they gleefully splash in the mud at the edge of the play area. They enjoy walks in the local community where they look at nature, listen to the sounds that surround them and delight in windy day walks where they take out kites they have made or long lengths of coloured ribbon to blow in the breeze. They develop their gross motor skills in two sessions of physical education each week in the school hall. They learn to listen and follow instructions, such as stretching their arms, wiggling their hips and hop, skip and jump to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given a high priority in a safe and secure environment. Risks are identified and minimised, both indoors and outside, by regular risk assessments and a range of safety

measures, such as security of external doors, regular electrical safety checks and visitors signing in and out. However, fire drills are irregular. Learning about personal safety is important and the staff give high priority to raising children's awareness through basic rules and short rhymes, such as 'matches, matches, we don't touch, they can hurt you very much' and 'before you leave the bay, put your things away'. Older children in the breakfast club know that they must not open the door to strangers.

Children are able to develop a good sense of belonging through the warm and welcoming environment where fresh flowers and bright posters are displayed in the entrance hall. They are able to find their names on their coat pegs and their art and craft work is exhibited throughout the building. Children experience a sense of pride in seeing their work displayed for others to admire. They benefit from having lots of space to move around in and have free access to all areas of the playrooms, hallway and the outdoor area. This allows them to explore their environment and take risks. They have access to a wide and stimulating range of very good quality toys and natural resources that conform to British safety standards. They are able to make independent choices about their play as toys and resources are easily accessible from low-level shelving and boxes labelled with their contents. This leads to children gaining confidence and learning independence skills.

Children's welfare is further protected as staff have a good understanding of safeguarding issues and their responsibility under the Children Act to keep children safe. Information is shared with parents to ensure that they understand that the staff's first responsibility is to the child. Staff have received training in child protection procedures and they are aware of the signs and symptoms to look for. The children's welfare is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and are eager to chat to the staff and other children. They confidently join in group activities or choose their own play. They are all extremely happy and settled in the secure, caring environment and there is lots of laughter and giggling throughout the day. Their communication skills are well supported through good adult-to-child interactions and they have lots of good attention from the staff, which increases their sense of well-being and security. The well presented toys and resources ensure a vibrant and lively environment and are very easily accessible, allowing children to make independent decisions about their play and initiate their own learning. Children are making extremely good progress in all areas of development. They develop physically through indoor and outdoor play, intellectually through well thought out focussed activities and socially through expectations of good behaviour and values, such as sharing and caring for their friends.

Staff recognise that children need to spend time developing their senses and value children's freedom of expression, rather than producing an end product. Children happily help themselves to resources in the creative area and enjoy cutting and gluing with foil, feathers, sequins, boxes and pasta shapes. Children have lots of opportunities to discover different textures, such as different fabrics, ice, water, sand, and dough which they explore with interest and fascination. They return throughout the day to different sized blocks of ice to see how much they have melted and what creatures are hidden inside them.

Staff have a sound knowledge of how children learn and make progress. They have a good awareness of the different frameworks to support children's learning and development which they use to plan and assess children's learning. Children benefit from the highly skilled

interaction from the staff. Their expert knowledge of child development and recognition of each child's uniqueness ensures children feel valued, settled and secure. The very effective planning, reviewing and assessment systems ensure that children's individual needs are well met.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage. The planning systems are clear and well detailed. They include very well written observations which recognise children's individuality and identify their next steps in learning. Children's progress is clearly identified in their individual records of achievement.

Children enter the nursery with confidence and are learning self-help skills. They are able to carry out simple tasks, such as hand washing, hanging up their coats, blowing their noses and putting on their coats and boots to play outdoors. They also show very good levels of concentration when trying to put on their shoes, socks or tights after their physical education lessons. Older children help younger children to get drinks of water and put their coats on. Children respond very well to the literacy rich setting, where staff have mature conversations with the children. Staff take every opportunity to extend their listening and thinking skills by asking open ended questions. Children use language well, there is lots of discussion when working together, for example, when making soup, they discuss the vegetables. Staff ask about what might be inside a tomato and a child replies 'little seeds, you have to be careful if you squeeze it because the juice will squirt out'. They listen well to stories and can relate back what happened. They understand that the author writes the words and the illustrator draws the pictures. Many words are displayed around the setting and children are beginning to recognise and write their own name. Children count spontaneously in play and can accurately count to 20 and beyond. They count backwards as they sing songs. Staff use mathematical language in play, for example, asking for four children to wash their hands to make soup and counting at every opportunity. Children are beginning to use mathematical reasoning in play, for example, a child constructing with large bricks experiments with balance and realises that the bigger ones need to be at the bottom for stability, telling another child 'they will fall over if you do the little ones first'. They are beginning to learn early concepts of science, learning about the weather and cold areas of the world. They show an interest in why things happen as they watch different sized pieces of ice melt at different rates.

Children are developing a good sense of time and place, showing an interest in people familiar to them when they have visitors in the nursery. They have had visits from the librarian and who tells them stories and regular visits from a grandparent who plays her guitar as they sing together. They also go out into the community on regular walks and learn about the wider world from parents from different cultures.

Helping children make a positive contribution

The provision is good.

Children are developing a good awareness of their local community and other cultures and ways of life through a comprehensive range of planned topics, outings and the resources provided. There are lots of posters and photographs displayed celebrating diversity and how we are all different. Children benefit from visitors coming into the nursery to talk about their culture or the jobs they do, such as fire officers, parents and librarians. The nursery manager has done a course on signing and introduces it into circle time, children greet each other in

sign language, they learn how to sign their name and mirror simple words. Children's spiritual, moral, social and cultural development is fostered.

Children are very well behaved and staff have high expectations of them. Staff are very good role models for children, offering praise and support, which increases children's self-esteem. Children are given gentle reminders from the staff to take turns and older children were observed to help younger ones with tasks, such as getting a drink or putting on aprons. Staff encourage children to be responsible for their environment by giving praise for small tasks, such as tidying toys away and putting rubbish in the bin. Children learn to respect and consider the needs of others, for example, an older child comforting a younger one who was upset, by patting their back, holding their hand and stroking their hair. Children take turns, and negotiate well with others when playing games.

Partnership with parents is good. There are very good procedures in place to keep parents informed of their children's progress, such as development files which are always available to parents, a noticeboard, weekly newsletters and good verbal communication. Staff also hold two open evenings a year for parents to discuss their children's progress. Parents have access to policies and procedures and information about the setting in a brochure for new parents. However, new parents do not have enough information about the Foundation Stage and nursery education funding. Staff have very good relationships with parents. All parents spoken to were very positive in their praise of the staff and their children's development.

Organisation

The organisation is good.

Children are well cared for. The happy atmosphere of the setting contributes to the children's confidence and independence skills. They benefit from good organisation and the care of a very enthusiastic staff group. The staff work extremely well as a team. All staff have paediatric first aid qualifications and food hygiene certificates. Their commitment to further improvement is reflected in their willingness to attend further training, regular staff meetings and there is an annual appraisal system. This maintains the quality of care and learning for all children. The main focus of this inspection was on the nursery and the older children were seen for a very short time.

Records detail the individual needs of each child and include all relevant consents and contacts. All required policies and procedures are in place and are in the process of being reviewed and updated. Policies and procedures work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The leadership and management of the nursery education is good. Children benefit from the good leadership of the group and staff are appropriately qualified. Extremely good planning is in place. Planning is done in conjunction with the reception class teacher and regular meetings are held which ensure that staff have a secure understanding of the learning outcomes of focused activities. There are effective systems in place to continually review and evaluate all aspects of the education provided. The management team have regular review meetings to ensure that all stepping stones are sufficiently covered to ensure a broad and balanced curriculum.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were raised. Staff were asked to provide a risk assessment to improve the security of the building and to update the policies and procedures for management of childcare practices and child protection. Both these recommendations have been addressed. Written risk assessments are in place and the building is secure and policies and procedures are regularly reviewed, leading to a safer environment for the minded children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that fire drills are carried out regularly and recorded

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that new parents are fully informed about the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk